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ABSTRACT

This presentation features materials for teaching about the Mexican Revolution: 1910-1940. The presentation is divided into four broad sections. The first section, "Why Teach the Mexican Revolution?" furnishes a rationale for teaching a course about a revolution that took place much closer to home than the Russian or Chinese Revolutions. The second section, "How Can the Mexican Revolution Lend Itself to Cross-Curricular Enrichment?" contains examples of curriculum enhancement using selections from literature, journalism, drama, art, music and dance, Spanish, technology, science, and mathematics. The third section, "Sample Unit with Connections to State and District Standards," outlines a 3-week unit of study that constitutes a major focus for a U.S. history course. The fourth section, "Resources," details historical references, historical fiction, videos (in both English and Spanish), and Internet sites. Attached are three Washington State Essential Learning Standards with performance indicators, components, and benchmarks for grade 10. (Contains 38 references.) (BT)

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VIVA LA REVOLUCION!

"La Revolucion No Ha Terminado"

Teaching the Mexican Revolution Across the Curriculum

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Prepared for the Washington State Council for the Social Studies
October 9, 1999

"Zapata" From a Diego Rivera Mural

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"Villa? Obregon? Carranza? What's the difference? I love the revolution like a volcano in eruption; I love the volcano, because it's a volcano, the revolution, because it's the revolution!"
-Demetrio from *The Underdogs*

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Teaching the Mexican Revolution: 1910-1940

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PRESENTATION AGENDA

I. Why Teach the Mexican Revolution?

II. How Can the Mexican Revolution Lend Itself to Cross-Curricular Enrichment?

- Literature and Drama
- Journalism
- Art
- Music and Dance
- Spanish
- Technology
- Science and Math

III. Sample Unit with Connections to State and District Standards

IV. Resources

- Historical Reference
- Fiction
- Video
- Internet Links

V. The Fulbright Experience

Many of my resources and much of my inspiration came from my Summer 1999 Fullbright Scholarship to Mexico. I encourage the conference attendees and teachers throughout the state to apply for this wonderful opportunity to observe firsthand the history and culture of another country. Feel free to contact me for further details.

I. Why Teach the Mexican Revolution?

When teaching the concept of revolution, teachers in both World and United States History courses tend to focus on the French, Industrial, Russian, Cuban or maybe Chinese Revolutions. They are missing a golden opportunity to focus on a major event closer to home. There are numerous reasons to include the Mexican Revolution in secondary history curriculum. Here are just a few:

- Provides a case study of the **first** long lasting political revolution of the 20th century.
- The next century as predicted by *Newsweek* (July 12, 1999) is the century of the Latino.
- Is an enduring revolution (1910-1940 / 1999) with widespread impact (Cuban Revolution) whose impact is still being felt today in Latin America (Chiapas).
- Connection to Current Events- Zapatista Movement / NAFTA / Border Issues / migratory workers.
- Fits classic definitions of revolution-matches stages of Crane Brinton or Lyford Edwards.
- Is a comparative/ contrast revolution with the French, Russian, Chinese, Cuban Revolutions.
- Addresses issues of the 20th century-role of industrialization / capitalism, liberalism, foreign dominance, socialism.
- Sheds light on US foreign policy in Latin America.
- Answers the question of how historical events can lead to the development of a new national conscience.
- Provides the opportunity to gain an appreciation of Mexican culture as portrayed in art and literature.

As with the study of any revolution, this topic allows for the **development of the following important skills**:

- comparison and contrast
- analysis of political, social and cultural forces
- discussions of various social and economic classes
- understanding of idealism vs reality
- exploration of historical causation
- analysis of art and literature as political propaganda tools
- analysis of specific historical events and how they lead to the development of a new national conscience
- analysis of the way one type of revolution can lead to another
- analysis of global interdependence

II. How can the Mexican Revolution lend itself to cross-curricular enrichment?

Study of the Mexican Revolution can be enhanced with the inclusion of curriculum in the following areas:

1. Literature

Several good novels deal with the Mexican Revolution. They can be used to show how literature is useful to history. Specifically, they illustrate how people sometimes are unable to control historical forces and/or how ideals and reality are often different. They usually answer why people join a revolution and further impart empathy and a human face to historical events. Students could be assigned entire novels (most are short) or just a chapter. Students could write a book review, fictional piece or poetry. Some excellent choices are:
The Indian
Death of Artemio Cruz
The Underdogs
The Old Gringo
"Eyes of Zapata" from *Woman Hollering Creek*

2. Journalism

Read John Reed's account of the Revolution or contemporary newspaper accounts.
Have students write an article, an editorial or conduct/write an interview of a significant revolutionary personage.

3. Drama

Read Steinbeck's script for *Viva Zapata!*
Show a movie (or have students watch outside of class)
The Old Gringo
Viva Zapata!
A Fistfull of Dynamite
Students could then act out Steinbecks' script or create their own script with or without an accompanying video. Two Thumbs Up Idea - have students write a movie review a la Siskel and Ebert.

4. Art

No study of Mexico or the Revolution is complete without investigation of the great Mexican muralists of the twentieth century-Diego Rivera, Orozco, Posada, Sequieres. Each artist through his interpretation of historical events illustrated the new national conscience that emerged through the Revolution. Not only was a new nation created, finally separated from the bonds of colonialism, but Indigenous culture was elevated to its rightful, respected place. Each artist in his personal life also reflected the idealism and values of the Revolution. Students could:

- Use the internet to access museum sites devoted to the muralists
- Create a poster
- Work as a team to create a mural illustrating their understanding of the Revolution *Scholastic Art* - March 1993 is devoted to Diego Rivera and focuses on art as propaganda. The featured lesson is on how to create a class mural.
- Discuss art and censorship as illustrated by Diego Rivera's 1924 episode with the Rockefeller Center
- Visit an art museum exhibit of the muralists or local community mural art
- Create a revolutionary t-shirt

5. Music, Dance

The Revolution provided the inspiration for ethnic dance as well as ballads and poetry. Inclusion of this curriculum focus also enhances the introduction of **gender issues, most specifically the emerging role of women** as represented by the Solderadas. An essay and examples of solderadas' poetry can be found in John C. Chasteen and Joseph S. Tulchin's *Problems in Modern Latin American History*. (Wilmington: Scholarly Resources, 1994) pgs. 152-161. PBS featured a Linda Ronstad special (1991) on the history of the "corriedos" which featured ballads and dance covering Mexican history from colonialism to Mexican emmigrants in the US in the 1920s. One sequence features John Reed's experience with the solderadas of the Revolution. Music tapes of Mexican ballads can most likely be found. Students could:

Create a ballad- lyrics only or an actual performance
Write poetry
If Latino-share an ethnic dance
If the Ballet Folklorio comes to your area-Go See It! Not only are regional dances performed, but the history of Mexico is portrayed through ballet-the Revolution is usually a sequence.

6. Spanish

This unit provides the opportunity for students enrolled in Spanish language classes to practice their skills. *The Underdogs* and *The Indios* are available in Spanish, or 1-2 chapters could be given to students to translate. Have students translate videos for the class that are in Spanish. Primary sources in Spanish could also be translated for the class. The Constitution of 1917 is on the net in Spanish and the Library of Congress website has a Hispanic reading room where most of the documents are in Spanish

7. Technology

In addition to using the internet to access information, students can utilize technology in the following ways:
Create a power point presentation
Create a video utilizing historical film footage

8. Science and Math

The cultural influence of the Day of the Dead could be combined with the art work of Posada, who focused on Revolutionary themes for much of his work. Borrow a skeleton from the science department , decorate to resemble a scene from Posada and make the Spanish language students identify "dem bones!"

You can't fight a revolution without being able to add, subtract, multiply and divide. Either you or your students could construct mathmatical scenerios. For example:

Day of the Dead

There has been a great battle. Many were killed on both sides. The battlefield is yours. Now you have to clean up the mess (i.e., bury the dead). You're going to be fairly **civilized** about this. All the people get caskets; all the horses get buried. (On an historical note, I'm not sure the Revolutionary generals paused to bury their dead. . .)

Facts: One person can make a rectangular casket in 20 minutes.

Casket sizes	Small:	5'h x 24"w x 18"d
	Normal:	6'h x 24"w x 18"d
	Large	6.5'h x 30"w x 24"d

Casket material: Pine, 1" x 6", length as required

Dead sizes: 10% small, 80% normal, 10% large.

Dead: 1000 people, 20 horses.

Grave size:	Horse: 4' x 4' x 8'
	People: 12" larger than h & w, 18" deeper than d.
Digging:	One person can dig a person's grave in 30 minutes.
	One person can dig a horse's's grave in 2 hours.
	Digging goes full time from 6AM to 6PM.
Questions:--	How many linear feet of pine do you need to make all the caskets?
	How many hours of digging for the graves of the people?
	How many hours of digging for the graves of the horses?
	How many people are needed to complete the burial in 4 days?

Other possible senerios that students could create the numbers for:

Armed Revolution!
Rob a bank in El Paso then buy arms, including currency conversion, from foreign agents/governments. Pistols, rifles, machine guns, cannons, ammunition for each, dynamite, etc., number of wagons and types, number of horses, utilization of resources. Whom to buy from (U.S., Britain, France, profiteer etc.).

Cattle Rustling
You need beef for your army. There's a big stockyard in El Paso you could raid. How big a herd do you need to arrive in Chihuahua? Number of men to do the raid; distance to El Paso; number of water holes; attrition of men and cattle; number of meals per head of beef.

- Grim as they may be, these problems create a problem solving situation and at the very least make students see the grim realities and impact of war.

- You could also have students create graphs and charts dealing with statistics for such items as debt, literacy, death, employment, land reform before and after the Revolution.

III. Sample Unit with Connections to State and District Standards

Preface: This is a three-week unit that constitutes a major focus for the IB History of the Americas course (grade 11 / 12) Classes meet 90 minutes every other day. It is a major international exam area, thus the time is warranted. Other teachers might choose to do some, rather than all the elements. 1920 could be a stopping point.

Unit Overview: The historical content covers the time period from 1910-1940 with connections to the current Zapatista Movement in Chiapas 1994-present. Information is presented primarily through teacher lecture, videos, primary source documents, selected handouts, the arts, student research and some text reference.

Unit Assessment: Students are expected to note-take and do mini-research as appropriate. An IB format exam will be given at the culmination of the unit. Working in pairs or groups of 3-4, students must also create a culminating project that demonstrates their knowledge of the Mexican Revolution. This project (1.1; 1.2; 1.3) will employ standard history research techniques (2.1; 2.2; 2.3) and may take one of the following forms:
Short story or scene for a play
Video utilizing the teacher's historical film footage
Mural
Music or Dance Performance
Journalist's Interview
Power Point Presentation

Washington State Essential Learnings addressed by this unit are:

1. The student understands and examines major ideas, eras, themes, developments, turning points, chronology, and cause-and-effect relationships in world history.
2. The student applies the methods of social science investigation to compare and contrast interpretations of historical events.
3. The student understands the origin and impact of ideas and technological developments on history and social change.

- For performance indicators and components, match the code to the History Frameworks Chart.

Day 1: Library Research
Prior to the start of the unit, students are assigned a quick mini - biography search in the school library. Working in groups of 2-3, students search for information on the following personages.
They then create an informative poster, with a short written report attached to the back. The groups will then present their research and poster at the appropriate point in the teacher's lecture.

Porfirio Diaz	Francisco Madero	Emiliano Zapata
Pancho Villa	Pascual Orozco	Victoriano Huerta
Dwight Morrow	Venustiano Carranza	Black Jack Pershing
Alvaro Obregon	Plutarco Calles	John Reed
Lazaro Cardenas	Zapatista Movement / Subcommander Marcos	

Purpose: To identify the role specific personages had in the Revolution. (1.1; 1.2)

Assigned Unit Readings: Bradford Burns *A Concise History of Latin America*
Chapter 7: The Past Repudiated

Manuel Azuela *The Underdogs*
(Students will have a week to read this thin book)
Spanish Students get credit for translating a chapter from the Spanish

Day 2: The Diaz Regime and the Coming of the Revolution

Objectives: Students will be able to
1. Identify the causes for Revolution. (1.3a; 1.3e)
2. Evaluate the position of the various social classes. (3.1b)
   (ie elite, peasant, clergy, urban worker, middle class liberals)
3. Evaluate the Diaz dictatorship. (1.3a; 3.1b)
4. Discuss the rise and fall of Madero. (1.3a)

Procedures:
Lecture (students take notes) to accompany the Krauze Video (vol 1).
Viewing of student created video on Madero. (Technology)
Student acted scene from Steinbeck's Zapata (Drama/Literature) (1.3f)
Primary Source Documents: *Plan of San Luis Potosi, Plan of Alaya, Plan Orozquista* (2.1b)

ASSIGNMENT: Draw a social class (elite, clergy, urban worker, peasant, middle class liberal) and write your reaction to: 1) Diaz Regime 2) The Primary Source Plans
Continue to read the novel-make connections to your lecture notes.

Days 3 and 4: Rise of Rebel Armies

Objectives: Students will be able to
1. Compare/contrast the leadership of Villa and Zapata. (3.1b)
2. Explain the emerging role of women. (1.3h)
3. Evaluate the Presidency of Victoriano Huerta. (1.3a; 3.1b)
4. Identify cause and effect of US-Mexican Relations (1.3b, 1.3c)
   (ie. USS Dolphin Incident and occupation of Veracruz)

Procedures:
Video Clip from Old Gringo
Student poster presentions as they match the lecture.
Lecture (students take notes) to accompany the Krauze Video (vol 2)
Role of Soldadera-handouts and student discussion "The Soldadera as Mexican Amazon" by J. H. Plenn
(Literature-1.3f)) "The Soldier Woman as Poet"
"Eyes of Zapata"-Sandra Cisneros
Video Clips from *Linda Ronstad-Corredos* (Music/Poetry 1.3f)) This video also highlights John Reed.
Scenes from *Ballet Folklorio* (Dance 1.3f)

ASSIGNMENT: Spread over the two days
Continue to make connections from *The Underdogs* to class lecture notes.
Choose one:
Create a poem or ballad about the Revolution
Write journal entries from a soldadera's viewpoint
Pretend you are John Reed and interview either Pancho Villa or Zapata

Days 5 and 6: The Carranza Regime 1914-1920

Objectives: The student will be able to
1. Evaluate the presidency of Carranza. (1.3a; 3.1b)
2. Assess the role of the United States in the Mexican Revolution (1.3c)
3. Compare the Constitution of 1917 with the role of exectutive under the US Constitution
   (1.3a; 3.1a; 2.2a)
   Assess the impact of the Constitution of 1917 (Which greatest impact-land or Church reforms?)
4. Assess the social and economic impact of civil war. (1.3a)

Procedures:
Students share homework assignments
Lecture to video clips (Krauze Video-vol 3)
The Hunt for Pancho Villa- (American Experience) followed by Debate: Pancho Villa-hero or villian?
Discuss Wilson and the Monroe Doctrine
Primary Source Documents: Constitution of 1917-
Who scored? Peasants and land reform? Urban workers? Church?
Compare role of Mexican President to that of United States
Discuss Effects/impact of Civil War-illustrate with the art of Posada.
Have Spanish students identify the bones (science) on the classroom skeleton in Spanish.
Math problem to illustrate the cost of war (economic and psychological)

ASSIGNMENT: Keep up notebook reflections. Place the Revolution in the Brinton's or Edwards' stages of Revolution. (1.1b) Internet art search (2.1a).

Day 7: Art as a political statement.

Assigned Readings: Bradford Burns. *Historical Reader*. "Liberating the Spirit of the Artist"
"Reinterpreting the Indian Past"

Objectives: The student will be able to:
1. Identify significant Mexican Muralists. (1.3g; 1.3h)
2. Evaluate Mexican art as reflective of an emerging national conscience and identity. (1.3f; 1.3h)

Procedures:
Show examples of the art of Rivera, Orozco, Siqueiros, and Posada. Video from Fulbright Trip.
Students show results of internet search.
Scholastic Art - March 1993
Discuss how the artists portrayed the Revolution-connect to Burns readings.
Artistic Freedom-Diego Rivera and the Rockefeller Center Mural

ASSIGNMENT: Begin to plan end of unit project.

Days 8 and 9: The Revolution Continues-1920-1940

Objectives: The student will be able to
1. Evalaute the leadership of Obregon, Calles and Cardenas. (1.3a; 3.1b)
2. Assess the impact of the Cristero War. (1.3e)
3. Evaluate Cardenas' response to the Great Depression. (1.3a)

Procedures:
Lecture to video clips (Krauze-vol 4)
Comparison chart of FDR and Cardenas. (3.2a)
Debate: The Cardenas Presidency is the true culmination of the Revolution of 1910.
Stages of the Revoltuion according to Briton or Edwards-create group charts (1.1b; 1.1c)

ASSIGNMENT: Internet search for the Zapatista Movement. (3.1a)

Day 10 and 11: Is the Revolution Dead?

Objectives: The student will be able to
1. Discuss whether the revolution accomplished its goals. (3.1b; 2.2b)
2. Compare the Zapatista Movement of today to the Mexican Revolution (3.2b; 3.3b)
3. Explain how a new national identity emerged. (1.3d; 1.3h)

Procedures:
Assigned Readings — Burns' *Historical Reader*
No-Iturriaga (pgs. 218-222) Yes-Villegas (pgs 222-229)

Carlos Fuetes Reading (and video clip from *The Buried Mirror*)-A new identity is formed.
A Place Called Chiapas Video and Zapatista Readings.

Compare the Zapatistas-1900 / 2000.
Role of US and Mexico- 1900 / 2000.

Discussion of previous IB exam questions concerning the Mexican Revolution.
IB Format Exam.

Days 12 + Schedule / adjust class time to finish projects as needed.

IV. Resources

For Historical Reference:

Burns, Bradford. *Historical Reader*. Englewood: Prentice Hall, 1994.
Primary source documents for Latin America. Several dealing with causes and effects of Mexican Revolution as well as excellent section on the muralists.

Burns, Bradford. *Latin America: A Concise Interpretaive History*. Englewood: Prentice Hall, 1994.
IB textbook used at EWHS. Gives good background on Latin American history from pre-Columbian -1992. Concise chapter on the Mexican Revolution.

Eisenhower, John D. *Intervention: The US and the Mexican Revolution: 1913-1917*.
New York: Norton, 1993.
A good reference for the US role in the Mexican Revolution.

Galeano, Eduardo. *Memory of Fire*. New York: W.W.Norton, 1988.
Fictional interpretation of primary source documents covering the history of of North and South America. Vol 3: *Century of the Wind* covers 1900-1986.

Katz, Friedrich. *The Life and Times of Pancho Villa*. Stanford: Stanford University Press, 1998.
This 814 page tome is the historian's life work and the ultimate read on Villa and the Mexican Revolution. (I'm still reading it!)

Krauze, Enrique. *Mexico: Biography of Power*. New York: Harper, 1997.
My pick of the books! History that reads like fiction. Most of the book covers the Revolutionary period but does cover 1810-1996. Matches the Spanish language videos.

Meyer, Michael and William L. Sherman. *The Course of Mexican History*.
New York: Oxford U Press, 1983.
Standard college text on Mexican history. Several chapters on the Mexican Revolution. Both authors have appeared on recent documentaries on Mexican history.

Ruiz, Ramon Eduardo. *Triumphs and Tragedy: A History of the Mexican People*. New York: W.W. Norton, 1992.
Highly readable history of Mexico with several chapters that cover the Revolution.

Womack, John. *Zapata and the Mexican Revolution*. New York: Random House, 1968.
A major source for Zapata. Highly readable.

Check these out for the current Zapatista Movement.

Katzenberger, Elaine, ed. *First World, Ha Ha Ha. The Zapatista Challenge.*
San Francisco: City Lights, 1995.
Collection of writers from Mexico and the US provide background and context for the Zapatista Movement.

Ross, John, ed. *Shadows of Tender Fury*. Watsonville: Human Rights Committee, 1995.
Primary source documents, letters and communiques of Sumcomandante Marcos.

Video- *A Place Called Chiapas*. Shown on the Canadian Broadcasting System, 1999.
Also shown at the box office and perhaps available on video.

Internet: Just type in Zapatista Movement and you will be astounded at the sources.
One from the University of Texas is even interactive. This is the first Movement to recruit support via the Web.
Here's one to get you started: http://burn.ucsd.edu/~ssady/index.html

Historical Fiction:

Altamirano, Ignacio Manuel. *Christmas in the Mountains*. Gainsville: U of Florida Press, 1961.
Vision of an ideal society at the turn of the century from the perspective of the rural Indian folk community.

Azuela, Manuel. *The Underdogs*. New York: Signet Classics, 1962.
A Mexican journalist who fought with Pancho Villa wrote this fictional account answering why men joined the Revolution.

Cisneros, Sandra. "Eyes of Zapata" as found in *Women Hollering Creek*. New York: Vantage, 1991.
Zapata as viewed through the "eyes" of the mother of his children.

Fuentes, Carlos. *The Death of Artemio Cruz*. New York: Farrar, Strauss & Giroux, 1991.
Through the central character, Fuentes asks the question "Is the Mexican Revolution dead?" Novel discusses some of the major political themes of modern Latin American history.

Fuentes, Carlos. *The Old Gringo*. New York: Farrar, Strauss & Giroux, 1985.
Fictional account of Ambrose Bierce's volutary tour of duty in the Mexican Revolution.

Lopez z Fuentes, Gregorio. *The Indian*. New York: Frederick Unger, 1961
Symbolic novel of the Mexican history that culminates with the Mexican Revoultion as a further enactment of the conquest. Woodcuts by Orozco.

Steinbeck, John. *Zapata: Screenplay of Viva Zapata!* New York: Penguin, 1991.
Extensive author narrative of Spanish/Mexican history as background to the Revolution.
Interesting author perspective as to why and how he came to write the play.

Videos:

The Buried Mirror. Films Inc.Videos, 1991. (5 vols-each 60 mins)
Spans all of the history of Latin America. Based on Carlos Fuentes' book.
Also narrated by the author.

A Fistful of Dynamite (1971)
Sergio Leone film starring James Colburn as an IRA terrorist and Rod Steiger as a peasant thief who become unwilling heroes of the Revolution.

The Hunt for Pancho Villa. American Experience. (60 mins), 1993.

The Old Gringo. (1989)
Excellent adaptation of Fuentes' novel starring Gregory Peck, Jimmy Smits and Jane Fonda.

Viva Zapata! (1952)
Not bad once you recover from the shock of Marlon Brando as Zapata. Anthony Quinn would have been better cast in the major role.

- Both Telly Savales and Yul Brynner have played Pancho Villa. Avoid the films-they are terrible!

The following Spanish language videos can be ordered from :

Instituto Latino Americano
De La Comunicacion Educativa
Calle del Puente No. 45, Col. Ejidos de Huipulco
De legacion Tlalpan, C.P. 14380, Mexcio, D.F. (Telephone: 5728-6500)
Each is under $10.

Biografia Del Poder (1986) 4 vols.-117 mins each.
Based on Krauze's text. Diaz through Calle.

Memorias De Un Mexicano (110 mons.)
Salvador Toscano's, Mexico's premier cinematographer, study of Diaz through Calles completed between 1942-1950.

Revolucion Mexicana (1996) 40 mins.
Simplistic video with photos and charts. Slower paced than the previous videos so easier for students to translate.

Internet Sites:

1. http://www. mexconnect.com/mex_/history/mexicopeople.html
   Good biographies and photos of significant Revolutionary personages.

2. http://www.partida.com.mx/mexico/1910/index.html
   Terrific source for pictures of the Revolution. "Illustrated "history. Spanish text. Political cartoons.

3. http://www.utep.edu/mecha
   University of El Paso site on the Revolution

4. http://lcweb.loc.gov/rr/hispanic
   Library of Congress primary source site on Latin America.

5. http://www.trace-s.c.com/cgi-bin/mxndx?museums
   Mexico's major museum site-will take you to the muralists.

6. http://www.library.uiuc.edu/lat/mxhist.html
   Links for Mexican historians from the U. of Illinois

7. http://www-learning.berkeley.edu/courses/AS102Sum97/Resources/mexico.html
   Primary source documents plus links to other sites

8. http://www.diegorivera.com/diego_home_eng.html
   http://www.arts-history.mx/antr2.html
   Both sites will give you artists. The second will also give you culture and history. Great visuals, most links in Spanish but a few in English

HISTORY FRAMEWORKS

ESSENTIAL LEARNING # 1 The student understands and examines major ideas, eras, themes, developments, turning points, chronology, and cause-and-effect relationships in world history. To meet this standard the student will

PERFORMANCE INDICATOR	COMPONENTS	BENCHMARKS GRADE 10 / COM The student will demonstrate the ability to:
1.1 recognize that historical eras, events, and individuals are sequenced chronologically and are understood through the tools that classify time.	a. historical time	determine where significant events and individuals are sequenced in time among essential chronological periods in history.
	b. chronology	sequence essential historical periods in chronological order and explain significant relationships among these periods.
	c. timelining skills	group events and individuals by broadly defined historical eras and use timelines to explain patterns of historical continuity and change through chronological time periods.
1.2 analyze the historical development of events, people, places, patterns of life in history.	a. content	see individual units
1.3 examine the relationship between historical ideas, perspectives, issues and changes among diverse communities, cultures and nations.	a. political social, and cultural, forces	analyze how political, social and cultural forces have caused major historical change and how they continue to impact our present society.
	b. global interdependence	analyze the notion that there are global issues which affect people, groups, and nations both within and across political boundaries.
	c. conflict and cooperation	analyze the notion that the degree of conflict or cooperation among nations depends on historical conditions and the actions and motivations of governments and their leaders.
	d. stereotyping	analyze specific events in history where stereotyping, conformity, acts of altruism/idealism, and other social behaviors, have impacted individuals and groups.
	e. cause and effect relationships	analyze the role of cause and effect relationships in understanding the past, present, and future trends in history.
	f. cultural influences	analyze how ethnic, national, and cultural background may influence the way people interpret history.
	g. types and uses of resources	research an event or individual in history, utilizing varying references, including graphs, charts, tables, maps, diagrams, texts, photographs, documents, surveys, books, and interviews; research a topic using electronic technology, library resources, and human resources from the community; organize and record information, creating a bibliography in standard MLA format.
	h. belief systems	evaluate the impact belief systems have had and continue to have on politics and culture; recognize that belief systems evolve from historical tradition, and be able to compare and contrast how various systems have affected and continue to affect contemporary life.

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ESSENTIAL LEARNING # 2 **The student applies the methods of social science investigation to compare and contrast interpretations of historical events.** To meet this standard the student will

PERFORMANCE INDICATOR	COMPONENTS	BENCHMARKS GRADE 10 / COM The student will demonstrate the ability to :
2.1 demonstrate the ability to research by gathering, selecting, and processing a variety of different resources.	a. types and uses of resources	research an event or individual in history, utilizing varying references, including graphs, charts, tables, maps, diagrams, texts, photographs, documents, surveys, books, and interviews; research a topic using electronic technology, library resources, and human resources from the community; organize and record information, creating a bibliography in standard MLA format.
	b. primary and secondary sources	examine and analyze primary and secondary sources in order to differentiate between historical fact and interpretation.
	c. historical inquiry	determine the components of a historical problem; critically analyze all aspects of it by utilizing a variety of resources, checking their credibility, validating their quality.
2.2 analyze and interpret historical information utilizing differing interpretations of major events in world history.	a. perspective	analyze how background factors (including culture, socio-economic, race, etc.) contribute to different perspectives in the study of history; analyze perspective and bias in historical sources.
	b. investigation	separate fact from conjecture, discern bias, separate relevant from irrelevant information in persuasive materials, and distinguish verifiable information; develop and implement research strategies for investigating an historical topic of choice.
	c. interpretation	compare competing historical narratives by contrasting different historians' choice of questions, their use of sources, their perspectives, beliefs, and points of view; investigate and analyze an event or individual in history, utilizing varying references, including graphs, charts, tables, maps, diagrams, texts, photographs, documents, surveys, books, and interviews.
	d. evidence	investigate how scholars may describe the same event or situation in different ways but must provide response or evidence for their views.
2.3 apply historical information, reflecting upon relevance to contemporary and personal issues.	a. applications	evaluate information and develop a statement of the significance of the findings.
	b. reflection	reason logically, compare and contrast differing perspectives, and argue both for and against a position.
	c. geographic applications	analyze the interaction between physical and human systems to understand possible causes and effects of current conditions; use geography knowledge and skills to analyze problems and make decisions about important issues in the past, present, and future.
	d. connections to contemporary and personal issues	reflect upon key individuals and events in history, analyzing the factors which contribute to their influence on themselves, individuals, nations, the world, and modern society.

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ESSENTIAL LEARNING # 3 THE student understands the origin and impact of ideas and technological developments on history and social change. To meet this standard the student will

PERFORMANCE INDICATOR	COMPONENTS	BENCHMARKS GRADE 10 / COM The student will demonstrate the ability to:
3.1 explain the history and impact of a idea on society, relating connections to relevant individuals, events, and concepts in history.	a. impact of ideas	examine how ideas have conflicted with each other.
	b. impact of individuals, groups, and institutions	analyze the role that key individuals, groups, and institutions have played throughout out history and hypothesize about their contributions to our modern society and the future; discuss how individual creativity underlies the origin of technological developments and the ideas that impact society.
3.2 analyze how historical conditions shape the emergence of ideas and how ideas change over time.	a. emergence of ideas	compare the meaning of ideas in different places and culture, for example, ideas about spirituality, progress, and governance.
3.3 understand how ideas and technological developments shape the organization of people, resources, and culture.	a. influence of science and technology	analyze the consequences of scientific and technological ideas and developments on the natural world; analyze how science and technology have changed peoples' relationship to the physical environment with ethical, social, political, economic, and cultural consequences.
	b. impact on individuals and institutions	analyze how technology impacts the role and effectiveness of government and may contribute to or help resolve conflict at the local, national, and international levels.
	c. cause and effect relationships	investigate why science and technology must be monitored to protect the physical environment, individual rights, and the common good.